

Annual Program Review Update Form - Spring 2010

I. General Information

Date: 6/1/10

Program/Department:

Accounting

Authors of Report:

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II. Status Since Previous Program Review

What significant changes have occurred since the last complete program review? Were those changes based on SLO assessments? How have these changes affected your program? You may also address how these changes affect the following: strategic initiatives, "main areas for improvement", mission statements, or physical/organizational restructuring.

The CA budget crisis has limited our department's offering of courses and support areas that increase student success (counseling, tutoring, etc.). We have an expansive Accounting program that serves the needs of students seeking vocational training, those seeking to transfer and those with degrees who seek to sit for the CPA exam or take prerequisites for MBA programs. Our limitations have made accessibility for all these groups to be less than optimal.

III. SLO Information

Courses in Program	Total courses offered 2010 to Spring 2011	SLOs Written	Committed to assess in '09-'10	Committed to assess in '10-'11	SLOAC Completed for at least one SLO	SLOAC Cycle Completed for all SLOs
	Percent	20	20	10	10	3
		100%	50%	50%	15%	15%

Full-time Faculty in Program	Total (head ct)	Participated in writing SLOs	Assessed or planning to assess in '09-'10	Planning to assess in '10-'11	Participated in a SLO Reflection & Enhancement Discussion
	Percent	6	6	6	6
		100%	100%	100%	100%

Part-time Faculty in Program	Total (head ct)	Participated in writing SLOs	Assessed or planning to assess in '09-'10	Planning to assess in '10-'11	Participated in a SLO Reflection & Enhancement Discussion
	Percent	14	4	7	7
		29%	50%	50%	14%

and enhancement phase.

SLOAC Discussion and Analysis: Summarize the discussions and analyses of your program/departments' SLOAC results. The discussions and analyses need not be limited to the information shown in Sections I and II above.

Virtually all of the full-time accounting faculty participated in writing SLOs for each course. Part-time instructors were solicited as to their interest and ability to participate in the process and several made suggestions that were integrated into the courses. Given that approximately 70% of our offerings every term are the Financial and Managerial Accounting courses, we chose to focus on those three classes in our SLO assessments. We developed a website based, uniform quiz at the end of the term that covered the first SLO of Acct 1A, 1B and 1C that all students had to complete and the full-time faculty assessed the results of each of the three courses. The results were good - the average score on the quiz ran around 70% with a very small minority (less than 10%) of the students tested scoring less than 40% on the quiz. We found the process to be fairly straightforward as the nature of the advanced accounting courses requires that the basic outcomes from the earlier classes be understood at a high level in order to comprehend the advanced course objectives. We plan on using the Fall, 2011 term to integrate enhancements in the three courses to improve upon this year's results. Each full-time faculty member also assessed at least one course so our first intermediate accounting course along with our advanced accounting course and two of the tax courses were assessed. Our department meetings include discussion of the results and plans to integrate changes as appropriate going into the Fall, 2011 term . . .

Suggestions for the SLOAC Discussion & Analysis:

Detailed data supporting some or all of the statistics shown above.

Patterns that emerge or are confirmed when SLO data are viewed, either alone or in combination with other data (such as student ESL placement test results) at the program level.

What your goals were for any of the percentages above, and whether you achieved that goal.

Evidence of value derived from the SLOAC process within your program.

Some of the challenges your faculty continue to face in attempting to hit your program goals with respect to SLOs.

If enhancements/improvements to your program can be implemented within the division's currently existing structures and allocated resources, then consider this update form complete and submit to your division dean. If enhancements/improvements are identified that require ADDITIONAL resources through the Instructional Planning and Budgeting process, then complete Section IV. (see next page).

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IV. Resource Requests: (Use this section ONLY if you have a NEW resource request)

Program/Department: General Business

Please submit your top three (or less) choices below in ranked order:

	Cost estimate
Item Name: 1) \$500 Stipend for Part Time faculty who complete SLOAC for a course & participate in review meetings	\$6,500
Item Name: 2) Maintain release time for 2 courses (.111 load) per year for Acct department chair.	~\$11000 on average
Item Name: 3) Our current PARScore form scanner software lacks needed functionality, and the makes it very, very time consuming to determine how well individual students have performed on each SLO.	Unknown

<p style="color: red;">What SLO Assessment findings, if any, support and guide the resource request?</p>	<p>!) Part time faculty are resistant to commit to SLO assessment cycle because of the time commitment and the lack of compensation. 2) We are concerned about leadership for all department activities including SLOs, without release time for our chair. 3)We understand that the college has agreed to purchase the new software, but would like to urge the college to assign a high priority to the IT project of installing the new scanner and software and installing the client application on each faculty member's office computer, as we really need this new application to do the kind of SLOAC reporting we would like to do.</p>
<p style="color: red;">How will the resource allocation specifically enhance your program's services, activities, processes, etc. to improve student learning and achievement?</p>	<p>1) Many Accounting courses are taught by part time faculty. Their immediate, practical business experience help ensure that our program remains timely and relevant. If they don't participate, some of these courses will not be assessed. The part time faculty could also benefit by systematically examining results to improve learning. 2)This is an item which has been argued before the IPBT. There has been a continuous increase of administrative burdens on Department Chairs; without the release time no one will be motivated to take the position. That could seriously jeopardize our ability to continue and improve our Department Programs. 3) Without a way to make calculating SLOs simple, on campus courses that depend on tests for assessment will have limited SLO metrics for improvement.</p>
<p style="color: red;">How will the resource enhance your program with respect to the College mission or Strategic initiatives and/or your program's goals for improvement as stated in your last program review?</p>	<p>1) In order to be more committed to the SLO process, we need incentives for Part Time Faculty to participate. Alternatively, the college could attempt to negotiate with FA to include these responsibilities in their contractual obligations without additional pay. 2) This is not an enhancement item, it is a continuation item. 3)The right software will make it easier to measure SLOs for test-based assessments in on-campus classes.</p>
<p style="color: red;">Other information that may be important to support your request?</p>	
<p style="color: red;">If applicable, please describe why you do not have enough funding within your current budget allocation for this request.</p>	<p>CA Budget crisis.</p>